DOCUMENT RESUME

ED 169 071 TM 007 666

TITLE	Supporting Statement for the Survey Instrumentation of the First Follow-Up Survey for the High School Class of 1972. RTI Project No. 22U-884.
INSTITUTION	Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
PUB DATE	21 Aug 73
NOTE	61p.; Best copy available
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Data Collection; *Followup Studies; *Graduate Surveys; High School Graduates; Longitudinal Studies; *National Surveys; Pretesting; Questionnaires; *Research Design; Research Methodology; Senior High Schools
IDENTIFIERS	*National Longitudinal Study Followup Questionnaire; *National Longitudinal Study High School Class 1972

ABSTRACT

This supporting statement accompanied the first followup questionnaire for the National Longitudinal Study of the High School Class of 1972, when it was submitted for government clearance. The first part of the statement gives the background, uses, and justification of the survey; the largest part describes the plans for the first follow-up (survey procedures, reports and tabulations, schedule); the last part discusses consultations and meetings leading to the development of the first followup questionnaire and concerns about respondent burden, sensitivity, and confidentiality. The results of the Census Bureau pretest and copies of the instruments are appended. (Author/CP)

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ED169071

Center for Educational Research and Evaluation

RTI Project No. 22U-884

21 August 1973

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Supporting Statement for the Survey Instrumentation of the First Follow-Up Survey for the High School Class of 1972

TM 007 666

RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

Supporting Statement for the Survey Instrumentation of the First Follow-Up Survey for the High School Class of 1972

I. JUSTIFICATION

A. The Circumstances Prescribing the Survey

This supporting statement pertains to a survey questionnaire to be directed to some 18,000 young people initially surveyed by the U.S. Office of Education in 1972 when they were high school seniors, and represents the first of several follow-ups planned for a long range program of Longitudinal Studies of Educational Effects.

The Longitudinal Studies of Educational Effects was begun by USOE in 1971-72 with the National Longitudinal Study of the High School Class of 1972. The long term purpose of the program is to discover what happens to young adults after they leave high school, as reflected by their experiences, plans, aspirations, and attitudes at various points in time, and, by relating this information to earlier experiences and personal characteristics, to provide substantive data for the review and reformulation of federal policies and programs designed to enhance educational opportunity and achievement and to upgrade occupational attainment. The focus is on factors associated with individual educational attainments and career outcomes as revealed by the succession of significant educational and work attainments over time of a large national sample of young people.

The program is serving diverse interests within OE, where various units have contributed to its formation and development, and continue to influence its course. These units include the National Center for Educational Statistics; the Office of Planning, Budgeting, and Evaluation; the Bureau of Higher Education; and the Bureau of Adult, Vocational, and Technical Education. The potential use for the information to be accumulated, however, exceeds the interests of any particular group: the broad data base and succession of observed effects will serve many interests of other governmental agencies, the educational research community, and the education community in general.

A data base for the current survey was established in the spring of 1972 by the systematic collection of data (using a nationally representative sample with oversampling of both economically-disadvantaged and minority group students) from 17,693 graduates from 1,069 secondary schools over the country. At that time, information gathered from students included scores on five cognitive tests (vocabulary, reading, mathematics, and measures of perceptual speed and accuracy and of associative memory) and a general biographical, attitudinal, and aspiration questionnaire. Information was also routinely collected from their secondary schools both on individual student performance and on school characteristics (a later section of this paper, that concerned with plans for data analysis, will deal with most of the specific kinds of information collected in the base year).

The follow-up survey, planned for the fall, 1973, will involve recontacting the young people first surveyed in the spring of 1972 (plus 4,950 students from 275 additional schools for which resurvey and augmenting data are being sought), to establish (1) where they are now and what they are doing with regard to work, education, and/or training, and (2) similar information for a prescribed time period in the fall of 1972, toward tracing their progress since high school graduation and the factors (including base year measures) that affect or moderate that progress.

There will be another OMB request and supporting statement submitted concerned with an extension of OMB approval for three questionnaires used in the base year data collection efforts. The School Questionnaire (OMB No. 51-S-72011), the Student's School Record Information Form (OMB No. 51-S-72009), and the Counselor Questionnaire (OMB No. 51-S-72010) will be used--intact but with new covers--for the resurvey and augmentation data collection, to insure having comparable factual base year data (insofar as possible) for this group of respondents.

B. <u>The Use of the Survey Data</u>

Basic analyses of how different sub-groups of the population fare over the transition from high school to work or career, with particular attention to instances where programs of federal interest or support have touched their lives, will be performed by the contractor; other special

analyses of data may be conducted by the OE units involved. Major uses of data are indicated in a later section concerned with tabulation plans, but in general are directed toward the fulfillment of many data requirements of the various bureaus and agencies of the Office of Education. Detailed profiles of student background characteristics, aspirations, and plans for postsecondary experiences, will yield selectively useful information for future Federal program planning and evaluation. The Bureau of Higher Education (BHE) needs regularly updated information on the demand for postsecondary education. It is particularly concerned with the acceptability of various higher education financial aid plans and with developing appropriate programs to provide postsecondary education opportunities to the financially, culturally, and educationally disadvantaged, and to minority group members. The Bureau of Adult, Vocational and Technical Education (BAVTE) is similarly concerned with improving vocational and technical educational opportunities and programs. The Office of Planning, Budgeting, and Evaluation (OPBE) requires information on all facets of student background and outcomes for effective interpretation, evaluation, and prediction of current and future program developments.

These data will also fill a widespread need on the part of the educational community, e.g., researchers and administrators at the elementary, secondary, and postsecondary levels, for information on the "flow" of young adults through the postsecondary occupational-educational system. They will provide insight into identifying and understanding the major branching or decision points that affect the educational and life patterns in the immediate postsecondary period. Significant linkages or path choices can be traced, estimates of the associated transition probabilities provided, and insight afforded into the relative importance of the factors which determine these transition probabilities.

C. The Unique Need for the Data to be Collected

Although other studies of factors affecting the educational and vocational development of young people after high school have been conducted, these fail to provide the necessary information for one or another of at least three basic reasons. First, many relevant social and economic factors change over time in ways that may affect drastically

the educational and vocational progress of young people. Thus, the Project Talent longitudinal survey begun in the early 1960's was bound to the forces peculiar and unique to that time, but not to the present (i.e., availability of open door colleges, modal proportions of minorities entering colleges, etc.). Second, many studies are concerned with only one class of antecedent variables toward explaining later development, and fail to take account of important interventions emanating from current federal priorities; such studies also generally do not involve a representative sample, or samples with sufficient numbers of important sub-groups (i.e., racial-ethnic minorities). Third, many other studies are more concerned with developing models or theories of behavior (i.e., Donald Super's Career Pattern Study)--an objective not alien to the present effort, but insufficient for the basic objectives of the National Longitudinal Study. These studies have permitted, however, an excellent basis for perfecting the basic design of the National Longitudinal Study as a second generation effort, for indeed the continuing planning has relied to a considerable extent on the task contracted by USOE to the Center for the Study of Evaluation, U.C.L.A., to review and synthesize the findings of such studies as they apply to the educational process.

II. DESCRIPTION OF SURVEY PLAN

A. The Potential Respondent Universe

The First Follow-Up Survey of the High School Class of 1972 will be conducted on a sample of 17,693 graduates from 1,069 schools for which base-year (1972) survey information is available, plus a maximum 4,950 students from 275 additional schools for which resurvey and augmenting data are being sought. The sample is a nationwide two-stage, stratified probability sample with schools as the first stage unit, and students as the second stage unit. Low SES and Black subpopulations were oversampled so that sample sizes for these two important subpopulations would be adequate for detailed analyses. The basic instrumentation for the survey will be a self-administered follow-up questionnaire for all students, plus a short form of the original student base-year questionnaire for surveying the 4,950 students from the 275 resurvey and augmenting schools. The general time frame of the project is that the data collection will start in October 1973 with survey operations to be completed by March 1974.

The basic instrumentation will be augmented through use of the School, School Record, and Counselor questionnaires (1972 base year format) for the resurvey and augmentation respondents. These forms, however, will be completed by school personnel for these respondents after their basic instrument responses are received, i.e., during the period November 1973-March 1974.

The potential respondents, then, represent a sample design with prior approval for the base-year study, with special efforts at the time of resurvey to add back in those students in the original sample where one or another difficulty at the school level prevented their participation.

B. Pretest of Survey Questionnaire

There has been a major pre-test effort with the proposed survey questionnaire. In this major pre-test, the Bureau of the Census used an initial version of the survey questionnaire (approved by OMB as No. 41-S-73004) containing 63 items. This pretest took place in March through May 1973, with 913 high school seniors from the class of 1971, and was

the same sample selected and used by the Research Triangle Institute (under contract with USOE) in 1971 to pre-test the base-year survey.

A formal report of this pre-test, together with the survey version used, is appended to this statement as Attachment A.

Following that pre-test, and other reviews of the results by RTI and the involved units of the Department of the Census and USOE, a revised and expanded version of the survey questionnaire was administered to nine 19-20-year olds, to determine clarity of additional questions, instructions, and time required for response. As added items are drawn almost entirely from other survey questionnaires, an extensive pre-test of the revised form is not felt to be necessary.

C. Techniques for Handling Non-Response

The data collection goal is to obtain an overall response rate of 90 percent with 60 percent to be collected by RTI through the mail and the remaining 30 percent to be collected by the Census Bureau through personal interviews.

As a follow-up of an original sample of high school seniors, two basic kinds of non-response problems exist. The first has to do with losing original respondents because of loss of contact with some through change of address or name changes.

Toward affirming current address, a "Newsletter" (Attachment B) with return post-card was mailed to the original respondents on July 27. Those newsletters returned as non-deliverable identify a corps of individuals requiring special tracing procedures.

Based on a relatively thorough study of the relevant literature, a set of tracing procedures, listed below in order of their apparent effectiveness, will be employed. These are:

Step one--The first tracing step for any student will be to telephone his parents, guardians, or other close kin in order to get the correct address. If the sample person's whereabouts is not known, RTI will attempt to develop other information which may be useful such as names of friends, recent employers, etc.

Step two--If step one fails then efforts will be made to contact one or both of the two people listed by the student at the time of the base-year survey as ones who would always know his address. Recourse may also be made to his school classmates in the sample.

Step three--This step involves contacting the High School Principal, Coordinator, teacher or other school official who might be able to help.

Step four--The next step will be to contact any post-secondary school the student planned to attend. This information might be available from the base-year data or from the school official contacted.

Step five--This step involves contacting neighbors. This might be done by the use of a city directory or other address-telephone cross reference directory in order to develop names and telephone numbers. Local Chambers of Commerce will be contacted by telephone and asked to check their directories. In some instances it may be possible to send an RTI survey specialists or field interviewer to interview neighbors. Time and travel costs would be primary considerations in cases of this type.

Step six--As necessary calls will be made to the Department of Motor Vehicles (DMV) of the sample person's home state asking for a current address. Our sources indicate that addresses on drivers' licenses are often old and that the immediate cooperation (which would be required to meet our time schedule) needed from the DMV is sometimes difficult to obtain.

Step seven--This step would involve the utilization of local credit bureaus to obtain a current address. Credit bureaus check their files, utility companies, employers, etc., in an effort to develop information. This will be arranged nationally through the Raleigh, North Carolina, Credit Bureau. This process requires 10 to 14 days to complete.

Step eight--If credit bureaus fail to locate the sample person, RTI proposes to contact local utility companies (e.g., telephone, electric) asking them to check their records for the name and address of the respondent involved. Success here is dependent on the cooperation of the utility company involved and, in many cases, the needed information might not be made available to RTI.

Step nine--In some cases, RTI may develop general information that a sample person has been institutionalized (e.g., prison), is in a branch of the Armed Services, has joined the Peace Corps, etc. In cases where the sample person can be tentatively traced to an organization, a letter or telephone call will be made to the organization which will ask for their help in tracing the subject.

It is our understanding that addresses are not available from Social Security records so this information does not appear to be useful except for identification purposes.

Because of the short time span allowed for collection of data it will be necessary to complete this initial tracing task as quickly as possible. Tracing activities should be completed as early in the period as possible, as the likelihood of obtaining a completed response by mail decreases as the time span allowed decreases. Every effort will be made to complete tracing activities for each case received within a one-week period.

It is assumed that about five percent (1,132 students) of the total students involved will still require some tracing activity three weeks after Newsletter mailout. Personnel adequate to complete the tracing in a six-week time span will be assigned to this task.

Each tracing task will be fully documented to indicate the procedures followed, the order in which they were implemented and the results of each step. Table 1 indicates the anticipated response rate for each of the procedures used.

Table 1

ANTICIPATED RESPONSE RATES FOR THE NINE TRACING SOURCES OF INFORMATION

Step Number*	Percent of Cases	Number of Cases
1	40	453
2	25	283
3	4	45
4	3	34
5	2	23
6	2	23
7	2	23
8	1	11
9	1	11
Not Located	20	226
TOTALS	100	1132

* See Page 6 for description of each step.

The second kind of non-response that will affect the survey is the failure of some individual respondents to complete and return the questionnaires. First a reminder card will be sent to all individuals in the sample about ten days after initial mailing. Then, three weeks after the initial mailing, RTI will send out a second reminder postcard to persons in the sample who have not returned questionnaires or been identified as tracing problems (an estimated 55 percent of the sample). The card will urge the individual to return his completed questionnaire(s) and ask him to call RTI for any assistance required, including the sending of additional materials.

At the beginning of the fifth week, the final two follow-up procedures will be instituted. A second packet of materials, identical to the first packet, will be mailed to each nonrespondent at his latest known address. Appropriate covering letters will be drafted for OE approval for use in this mailing. Each will re-emphasize the importance of the study and urge the student to return his completed instruments to RTI at once. Simultaneously, a telephone follow-up of a sample of approximately 1,000 nonresponding sample persons will be started. Selection of the sample to be telephoned will

emphasize the project requirement that response rates for population subgroups be approximately the same. Subgroups which have low response rates will be oversampled for telephone follow-up. The telephone call will emphasize to the nonrespondent that his completed questionnaire is urgently needed and that he is to call RTI collect if he has any questions or problems. During each call to nonrespondents or members of their households, the address of record will be confirmed, corrections or changes will be recorded and appropriate revisions will be made in the subject's identification file. The telephone interview guide for this effort, along with the questions which will be selected for telephone response in case of refusal to complete the questionnaire, will be the subject of a separate OMB request and Supporting Statement.

Table 2 shows the projected response (percent of questionnaires completed for the total sample), nonresponse, and tracing-problem rates at four points in time--the initial mailout of questionnaires, the first and second mail follow-up, and the completion of the data collection activities. These projections are based on analyses of literature reviews and RTI field experiences, and they represent best estimates available at this time.

Table 2

PROJECTED RESPONSE RATES
(% of Total Sample)

	Oct. 3	Oct. 24	Nov. 10	Dec. 15
Completed Questionnaires	00	40	51	60
Nonresponse (no address problems indicated)	94	50	45	38
Tracing Problems	6	5	4	2

The names and updated addresses as of November 30 will be transmitted to the Bureau of the Census, as prescribed in the basic contract, for contact and questionnaire administration by interview.

These efforts are believed to be virtually exhaustive, and should produce the maximal response within other constraints imposed (e.g., no personal interviews, no response incentives, etc.). As noted, the goal is to achieve at least 90 percent response overall; and, the telephone

interview procedure should facilitate the obtaining of data from some critical subgroups (e.g., low-income respondents.)

D. Approval of the Statistical Aspects of the Survey Design

The statistical aspects of the survey design for the follow-up effort, as for the base year effort, have been approved by Mr. Harold Nisselson, Assistant Director for Research, National Center for Educational Statistics, USOE.

E. The Contractor for the Survey

The First Follow-Up Survey in the National Longitudinal Study has been contracted (OEC-0-73-6666) to the Research Triangle Institute (RTI) of Research Triangle Park, North Carolina.

RTI's role with the program began with a prior contract for the basic design of the National Longitudinal Study, with emphasis on sampling specifications and design of base year instrumentation. In this work, RTI provided OE with detailed recommendations of the design parameters and procedures for an efficient longitudinal study of secondary school seniors. It was the broad aim of the design to be able to predict post-secondary career paths. In the course of the study, RTI accomplished the following tasks:

1) Tested a number of alternative field procedures for survey quality.
2) Compared alternative sample designs on the basis of efficiency.
3) Examined various computer information systems and data analysis strategies.
4) Developed student, teacher, counselor, and school questionnaires to collect information on relevant education and career variables.
5) Conducted preliminary analysis of these questionnaires to isolate problem questions, checked item consistency, and examined the interrelationships of certain questionnaire items.
6) Made recommendations for the conduct of the initial phase, based on the results of these tasks.

Educational Testing Service of Princeton, New Jersey, held contracts for execution of the base-year survey and for design of follow-up instrumentation to the pre-test stage (as previously described in Section II.B. of this statement).

Under the present contract, RTI has the responsibility for: revision of the survey instrumentation; design and procurement of the study materials; distribution of the study materials; receipt control and verification of materials received; development and implementation of tracing procedures; data editing and corrective actions; computer software and data base development (building, of course, on prior development for the base-year work); design of data analysis plans and data analysis; drawing recommendations for later follow-up surveys; and preparing final reports. Some aspects of this work--printing of survey instrumentation, mailout, and encoding data from edited returns--will be performed by Measurement Research Center (WLC/MRC) under sub-contract to and supervision of RTI.

Although considerable effort has been made to exclude sensitive items from the survey, confidentiality requirements are severe. In brief, however, the essential elements in the procedures established to maintain confidentiality are as follows. Broadly speaking, there are two basic categories of data for which there should be concern about maintaining confidentiality: source documents and data tape files.

Storage for source documents shall be in a secure, well-ventilated, vault-like room in the basement of the Ragland building on the RTI campus. The room has about 600 square feet of floor space and has both wall and free-standing shelving. Access is by one locked door, with controlled, i.e., signed for, entry only on authority of the Senior Professional in charge of the receipt control, verification, and coding operations, Mr. D. A. King. Base year materials (which we have requested for possible error resoluation purposes) and follow-up materials will be stored here, with such working amounts as are necessary being removed, signed for by record identification, and worked on in a secure space under supervision.

Follow-up materials will be received in the mail from respondents on a daily flow basis, and insofar as possible, be dealt with on a flow basis, with real-time receipt control records being maintained for all processing steps. Overnight storage of processing batches will be in a locked and secure work space, or when time permits, in the secure storage area. When processing has been completed on them, all source documents will be filed in an ordered, accessible manner. All source materials will be shipped where specified by NCES on completion of the project.

Data tape files will be maintained confidential and secure by means of the already-established link system. The name and address files must be available both to WLC/MRC and RTI for distribution purposes, and the substantive data tape files must be available for analysis purposes. Both of these sets of files will be maintained on a strict need-to-know basis throughout the extent of the project; and in the case of an updated name and address file in particular, it will be shipped by the most secure method feasible to and from WLC/MRC, and DMC in Washington when necessary. At no time will these files be readily accessible except under specific authority of a Senior Professional working on the project.

The link file between the sets will be stored in a locked safe while at RTI and may be removed only by the express authority of the Project Director or Associate Project Director.

While at WLC/MRC, the name and address file will be accorded security commensurate with its sensitive status. WLC/MRC has a completely secured facility, including security personnel on duty 24 hours a day, 7 days a week. Persons in sensitive positions are bonded, and stringent entrance and exit control procedures are enforced. Other confidential materials are currently being processed, not only for the NAEP program, but also for other projects such as The American College Testing Program Financial Needs Analysis, and grade reporting for client schools. Magnetic tape files are secured in an area with single-controlled access. Upon completion of a mailout, the name and address file will be returned promptly to RTI by the same secure method as it was sent.

The simple bulk of hard data already available, and the additional data to be generated, pose, for secure-access storage, some considerable problems. It is consequently planned to reduce all such data to Microfiche cards, then destroy original data, to permit vault storage. Disposition of any material will, of course, be executed by supervised shredding or burning.

III. TABULATION AND PUBLICATION PLANS

A. Reports and Publications

Formal publication of any reports prepared by RTI will, of course, remain the purview of the USOE Project Officer. Reports provided to USOE will include: bi-monthly administrative progress reports; certain interim technical reports; a brief report of the preliminary highlights of the analytical findings; and seven final technical reports more particularly described below. The initial drafts of the final technical reports will be delivered to USOE on or before October 1, 1974.

1) Descriptive analysis and summary report of the resurvey efforts (see Section II.B.) and their relationships to the previous analytical findings of the base-year data.
2) Descriptive analysis and summary report of the First Follow-Up Survey.
3) A report describing the technical procedures, methodology and analysis techniques employed in the study.
4) Documentation, synthesis and interpretation of the findings involving both sets of data (i.e., base-year and first follow-up date). This effort shall consist of two separate reports:
   a) A detailed technical report describing the analysis, evaluation, and interpretation of the combined survey findings.
   b) A summary report describing the study's objectives, methods, results, major conclusions, and recommendations which shall be written in a style and manner suitable for use by those not necessarily technically oriented to survey and statistical methodology.
5) A Data User's Manual documenting the computer data files developed during the study. This documentation shall be in enough detail to provide potential users with sufficient information to permit independent use of the data tapes or files.
6) A report providing recommendations for the Second Follow-up Survey.

One hundred copies (100) of all final reports shall be provided by the contractor to OE. There are plans for OE to publish sometime during calendar year 1975 a thorough description of the survey findings of this First Follow-Up Survey.

B. Analyses and Tabulations

The proposed questionnaire was designed to meet the primary objective of providing continuity over time with respect to the measurement of educational-vocational plans of the base-year sample subjects as of spring 1972. In addition to providing a description of the flow pattern between various educational-occupational activity states during October 1972 and October 1973, the questionnaire will also attempt to identify other socio-cultural variables which may have an impact on educational-occupational decisions during this time period.

In view of the above objectives, questionnaire items were designed to describe an individual's activity states in October 1972 and again in October 1973, future plans and aspirations, and opinions and attitudes which are relevant to educational-vocational outcomes.

All background variables planned for use in this study and which are considered to be important predictors of postsecondary school choices and career paths were measured in the base-year questionnaires. These include socioeconomic status and home environment, race and ethnicity, community and school personnel, high school characteristics, school and work experiences, certain psychological traits, all of which were measured before the students left high school. Many of these variables will be cross tabulated against the 1972 and 1973 activity states. Separate transition matrices for the 1972 and 1973 activity states will be generated, for subpopulations defined on the basis of the background variables.

The independent effects of contemporaneous events, (i.e, those occurring after a student leaves high school) upon the realization of the plans he had while still in school, and upon his persistence in basic activity states between October 1972 and October 1973 will be estimated. (As a general rule, it will be necessary to control for a number of key background variables, such as socioeconomic status, in order to assess the actual contribution or influence of any postsecondary school factors.) Variables

which past research suggests may be important for either facilitating or inhibiting a student's progress after leaving high school are:

- Economic factors
- School experiences
- Work experiences
- Marriage and family planning
- Community characteristics and activities
- Psychological traits, and
- Influence of significant others.

The first follow-up instrument records the various educational-vocational paths through time specific activity states that are to be predicted from base-year and other follow-up measurements. In addition, the follow-up instrument also contains measures of aspirations, expectations, goals and personality attributes that might be expected to moderate the relationship between the base-year measures and subsequent educational and vocational paths.

In order to obtain base-year information on the 4,950 students who are being added to the survey sample for the first time, a somewhat longer form of the follow-up instrument is required for this group. The initial base-year items for this purpose are contained in the second Section E (questions 82-98) of the questionnaire. These items will not appear in the regular follow-up instrument.

A number of variables measured in the base-year instrument will be used to define various subpopulations of interest. The subpopulations of particular interest will be defined by cross classifying the respondents on the basis of socioeconomic status, ethnicity, sex, ability, etc., and then cross tabulating for each sub subpopulation spring 1972 plans, expectations and aspirations by October 1972 activity state. The spring 1972 plans, expectations, and aspirations would also be cross tabulated with the October 1973 activity states. Transition matrices for October 1972 and 1973 activity states would also be calculated for each subpopulation.

A vocational-educational path could be defined on the joint basis of the October 1972 and October 1973 activity states. Some examples of joint activity states or paths would be full-time work (October 1972) - full-time work (October 1973); full-time student (October 1972) - full-time work (October 1973); full-time student (October 1972) - full-time student (October 1973), etc. The respondents can then be classified on the basis of membership in a particular career path and various independent variables such as ability, socioeconomic status, plans, aspirations, expectations, goals, self concept, high school experiences, participation in federal aid programs, etc. would be used to predict the respondents' educational-vocational path through such techniques as discriminant analysis.

Other transition matrices of interest would include educational aspirations in the spring of 1972 versus aspirations in October 1973, and educational expectations in the spring of 1972 versus educational expectations in the various subpopulations discussed above. More detailed analyses within each of these subpopulations would be aimed at finding the intervening education and work experiences that influence these transition probabilities.

In addition to the transition matrices that will be generated for each subpopulation of special interest, other independent variables would be cross tabulated with the October 1972 activity states, October 1973 activity states, and October 1972-October 1973 joint activity states (i.e., educational and vocational paths). These independent variables would include participation in federal financial aid programs, high school experiences, high school performance, parental encouragement, fertility plans and behavior, and early postsecondary educational and work experiences. These cross tabulations would also be done for each of the various subpopulations.

A description of the questionnaire, and comparisons of it with the Census Bureau pre-test version, are included at Attachment C.

IV. TIME SCHEDULE

A. Planned Overall Time Schedule

As stated before, the general time frame of this project is for data collection to begin with a large-scale mailout in the first week of October 1973, with survey operations to be completed by March 1974. Data analyses will be largely completed by August 1974, with initial drafts of technical reports delivered in September 1974. More specifically, Table 3 shows some of the key milestone dates for the project.

Table 3

SOME KEY MILESTONE DATES

Event	Date
Newsletter mailout to original respondents	27 July 1973
Follow-up instrument mailout	3 October 1973
First reminder postcard	12 October 1973
Second reminder postcard	24 October 1973
Second Follow-Up mailout (non-respondents)	5 November 1973
Start subsample telephone follow-ups	5 November 1973
Turn over non-respondent information to Census Bureau	30 November 1973
Completion of all data collection activities	1 March 1974
Preliminary tabulations and findings submitted to OE	15 June 1974
Data analysis completed	31 August 1974
Draft reports submitted	30 September 1974
Final reports submitted	31 December 1974

B. Time Lapse Between Data Collection and Publication

Data collection activities are to be complete by 1 March 1974. Draft results are to be submitted in September 1974, a lapse of seven (7) months between the end of data collection and availability of results in a draft form. Preliminary tabulations will be available to OE in June 1974, a lapse of four (4) months.

The contract to perform this survey and analysis ends in December 1974. KTI will complete all reporting requirements of the project within the contract period, and intends to have completed some of these in final form (e.g., Data User's Manual, recommendations for the Second Follow-Up Survey) as early as July or August 1974.

V. CONSULTATIONS OUTSIDE THE SPONSORING AGENCY

A. Persons Outside the Sponsoring Agency

Between the contract award date of 21 June 1973 and the submission of this Supporting Statement to OMB, there have been many meetings of interested and involved persons both within and outside NCES, which is the sponsoring agency for this project within OE. Only the most significant meetings, and the names of the participants, are summarized below.

24 June - Dr. Bruce Eckland of UNC, and Dr. J. A. Davis, Dr. G. H. Dunteman, and Dr. J. P. Bailey, Jr. of RTI met to examine the RFP, the RTI proposal, the base-year instrumentation, and the Census Bureau pre-test instrument, for the purpose of suggesting revisions to the follow-up questionnaire.

25 June - Dr. Chandler, Dr. Brandes, Dr. Tabler, Mr. Ladd, Mr. Collins, and Mr. Fetters (all of NCES) met in Washington with the above RTI project personnel to discuss instrumentation revision requirements. It was agreed that (1) the Census Bureau pre-test version of the instrument was not wholly satisfactory, and (2) officials from BAVTE, OPBE, and BHE would have to be brought in to future revision discussions.

3-8 July - Dr. Jerald Bachman at the University of Michigan and Dr. Donald Super at Teacher's College, Columbia University, reviewed instrumentation to date and prepared for an instrument planning meeting in Washington.

8-9 July - In addition to all persons previously listed above, Mr. Paul Plantian of OMB and Mr. Larry Suter of the Census Brueau met in a group in Washington to make basic follow-up questionnaire decisions. There were no major problems in this meeting on which agreement in principle could not be reached. Generally it was agreed that there should be a high degree of comparability achieved with base-year data, and that the tone of the instrument should focus on the activity states of the respondents (i.e., past, present, and future) and the relationship of these states to as many antecedent conditions as possible.

10 July - Mr. Bob Mangold, Mr. Greg Russell, Mr. Marc Littman, and Mr. Larry Suter of the Census Bureau met at Census with RTI and NCES personnel to discuss Census input to the follow-up questionnaire, as well as the nature of the links later to be established with RTI for smooth turnover of nonresponse names and addresses.

20 July - All previous participants, plus representatives from OPBE, NCES, BAVTE, and BHE (Mssrs. Berls, Silverman, Cornelison, and Duis among others) and Mr. Chang from OE forms clearance, met at OE to discuss a proposed draft revision prepared by RTI. Dr. Bachman and Dr. Super had written input to this meeting. Although the basic consensus of 8-9 July was not changed, there were many significant changes proposed to particular questions and activity state probes in an effort to specify these states more accurately.

24 July - 2 August - Dr. Chandler and Mr. Silverman (NCES) each spent several days at RTI meeting with Dr. Davis, Dr. Dunteman, and Dr. Eckland translating the various agency concerns into specific questions.

9-10 August - NCES senior staff plus Dr. Berls, Mr. Russell, and others met to examine a draft questionnaire based on all previous input. Changes decided upon in this meeting were incorporated into the questionnaire being now submitted with this Supporting Statement.

B. Availability and Reportability of Data

Marginal tabulations of most questions on the base-year instrument were available during the follow-up questionnaire development and revision process. Additionally, the marginals as well as the Census Bureau report (Attachment A) on the Census pre-test, were both used in examining questions of item format, item content, non-response, etc.

C. Consultation with State Governments

The major effort of the Follow-Up Study does not involve contract with state government officials. However, the resurvey and sample augmentation aspects have required such contact to the extent necessary to elicit cooperation of the approximately 275 schools planned to be involved. This contact has been conducted by OE (NCES) during the late Spring of 1973 in accordance with established procedures.

VI. RESPONDENT REPORTING BURDEN

A. Basis for Estimation

The version of the follow-up questionnaire being submitted with this Supporting Statement was administered to 9 persons aged 19-20 in a group situation but without assistance, i.e., self administered. Respondent composition was 2 male - 7 female; 4 black - 5 white; 7 in college - 1 working - 1 both.

The minimum time for completion was 31 minutes, and the maximum was 75 minutes. The simple average was 50 minutes, but no respondents found it necessary to read or complete all sections of the questionnaire because the skip patterns routed them around non-applicable parts. It seems reasonable to estimate, therefore, the average response time for the entire project sample to be about 60 minutes per person.

B. Additional Time to Gather Data

The data necessary for a person to complete the questionnaire is generally easily available or already known in sufficient detail for the purpose of the instrument. There may be some minor problems in this regard where addresses or specific dollar amounts are requested; but these should require at most only a few moments extra.

C. Varying Reporting Burden

As suggested above, the varying skip patterns will cause varying reporting burdens, but these are not aggravated by differences in complexity among sections. Furthermore, the range of variations is not considered great enough for concern, based upon the experiences of the 9 trial respondents.

VII. SENSITIVE QUESTIONS AND CONFIDENTIALITY

The only questions in the questionnaire which are of a potentially sensitive or truly confidential nature are two which have to do with the expected or planned size of family. They ask (1) do you expect to have your first child or another child before October 1974; and (2) how many children altogether do you eventually expect to have.

These questions will be used to examine the relationship between actual and expected responsibilities of parenthood to plans for and pursuit of education and careers. Many studies have shown that girls who aspire primarily to the roles of wife and mother do not plan for or pursue the more demanding or professional careers. Other studies have indicated that obligations to support or take care of children, especially at an early age, affect the pursuit of education and career development of both men and women.

Arrangements to insure confidentiality of all data have been discussed in Section II.E. of this Supporting Statement.

Attachment A

Census Bureau Pretest

U.S. DEPARTMENT OF COMMERCE
Social and Economic Statistics Administration
BUREAU OF THE CENSUS
Washington, D.C. 20233

Date: July 2, 1973

To: Mr. Robert W. Mangold

From: Greg Russell GR

Subject: Longitudinal Surveys of High School Seniors: First Follow-Up Pretest

During March through May, 1973, the Census Bureau conducted a pretest of the first follow-up survey in the Longitudinal Survey of High School Seniors (Class of 1972) for the Office of Education. This memorandum summarizes the design, procedures, and response rates in that pretest. Analysis of the data collected in the pretest and recommendations for the actual content of the future questionnaires will be contained in a separate memorandum to be prepared by Population Division staff.

I. Background

The sample for the first follow-up pretest consisted of 913 high school seniors from the Class of 1971. This sample was selected and interviewed in the spring of 1971 by Research Triangle Institute as a pretest of the base-year survey for this series. The questionnaires and procedures used in the pretest resulted from Census, OE, and OMB modifications to proposals submitted by the Educational Testing Service which conducted the full-scale base-year survey.

II. Questionnaires

Two different questionnaires were used in this pretest. The basic form (LHS-1X) was 24 pages long and contained 63 questions. This form was divided into sections concerning 1) general information and attitudes, and post-secondary participation in 2) education and training programs, 3) the labor force, and 4) the Armed Forces.

The second questionnaire (LHS-2X) was only eight pages in length and contained a subset of 27 questions from the longer form with necessary modifications to "skip instructions" and minor changes in the question wording and/or response categories in a few items.

The first page of each type of questionnaire contained an introductory letter reminding the respondent of his earlier participation in the base-year survey and asking him to continue his cooperation by completing the questionnaire and returning it within three days.

III. Pretest Design

The pretest was conducted primarily by mail. Long questionnaires were sent to 504 respondents (Group A) and short forms were sent to 365 respondents (Group B). The remaining 44 sample cases (Group C) were designated for personal interviews in order to test the feasibility of this procedure and to compare response rates between the two methods.

The Group A sample cases were further divided into four subgroups. Two hundred and four persons in this group had responded to a mail contact in the summer of 1972 which asked them to indicate their willingness to continue in the survey by filling out and returning a post-card questionnaire showing their current activity status and expected address for the coming year. Sixty-eight of these respondents were offered a $5.00 incentive for continuing their participation; 68 were offered a $2.00 incentive; and 68 were not offered any monetary incentive. The remaining 300 persons in Group A, as well as all persons in Groups B and C, had not been contacted in connection with this survey since the base-year pretest in the spring of 1971.

IV. Mail Phase

A. Questionnaire preparation

Labels bearing the control number, and last known address of each respondent in Groups A and B were generated by computer and affixed to the appropriate questionnaires. The questionnaires and franked, preaddressed return envelopes were inserted into glassine window envelopes for mailing. These envelopes bore the Census Bureau return address and were overprinted with the instruction "Do Not Forward - Enter Forwarding Address and Return to Sender" below the window. Two questionnaires were prepared in this manner for each respondent.

A post-card reminder for each respondent was also affixed with a computer-generated address label.

B. Mail outs and Control

The first questionnaire was mailed to each respondent in Groups A and B on Thursday, March 22. The post-card reminders were mailed to all of these persons five days later, on March 27.

As completed questionnaires were received in Demographic Surveys Division, the date of receipt was indicated on a master control listing and they were sent to Population Division for analysis. Questionnaires which were returned by the post office with a forwarding address were relabeled and mailed to the new address. If a questionnaire was returned marked "Not Forwardable," no further mailings were made.

On April 9, 18 days after the initial mail out, a second questionnaire was mailed to all nonrespondents as of that date. At the same time, OE sent letters to all nonrespondents in the $5.00 and $2.00 subgroups reminding them of the monetary incentive which they had been offered in return for completing the questionnaire.

C. Response rates

Table 1 presents the cumulative percentages of completed questionnaires for each group and subgroup by number of weeks after the initial mail out. After eight weeks, the two questionnaire mail outs and post-card reminder yielded a final overall response rate of 64 percent, with roughly three-quarters of this figure received within the first three weeks and thus attributable to the first mail out and the post-card reminder alone.

1. Long vs. short questionnaire

In order to make valid comparisons of response rates by length of questionnaire, it is necessary to compare only the "not precontacted" subgroup of Group A to Group B so as to remove the effects of the summer 1972 contact. This comparison then provides some evidence that for those persons who had not been contacted since the base-year survey the length and complexity of the questionnaire were factors in determining the response rate (long form: 57.0 percent; short form: 66.8 percent). Whether the greater amount of data per person which can be obtained using the long questionnaire justifies the lower response rate and subsequent higher costs of the personal follow-up is a matter for further consideration by the sponsors.

2. Incentives

Examining the effect of the monetary incentives on the response rate to the long questionnaire is difficult because the final rates in the three precontacted subgroups do not appear to be significantly different in light of the extremely small sample sizes. At best, it appears that merely contacting the respondents between surveys and inviting minimal active participation, such as updating activity status and address, may result in increased response to the subsequent survey (precontacted subgroups combined: 68.6 percent; subgroup not precontacted: 57.0 percent). This difference does not appear to be attributable to the updated addresses obtained

for the precontacted subgroups in view of the fact that the percentages of questionnaires returned by the post office as not forwardable or with new addresses did not differ between these respondents and those who had not been contacted since the base-year study (see Table 2).

Looking at the cost effectiveness of the monetary incentives in this pretest without regard to statistical significance, the $5.00 incentive resulted in only two more completed questionnaires than the $2.00 incentive and five more than the precontact with no cash offer, at costs per additional case of $75.00 and $49.00, respectively. On the other hand, the $2.00 incentive produced three more completed interviews than in the no incentive group at a cost of $31.00 per additional case, a figure not in excess of the anticipated cost of the personal follow-up of nonrespondents.

V. Telephone Follow-Up

A. Sample selection

Although completed responses to the mail questionnaires were received through May 18, a sample of 102 nonrespondents as of April 27 was selected for follow-up by telephone. This sample represented approximately 30 percent of the nonrespondents in each of Groups A and B as of this date.

B. Interviewing procedures

The names, last known addresses, and telephone numbers (if available) of these nonrespondents were forwarded to the appropriate Census Data Collection Centers. Also sent were the names and addresses of up to two persons whom each sample person had reported in the base-year survey would know his address if he moved.

These interviews were conducted using the LHS-2X (8 page) questionnaire regardless of which form had originally been mailed to the respondent since the use of the long questionnaire in the telephone interview situation was not considered to be feasible. In addition to the items contained in the questionnaire, the interviewers were to ask each person whom they contacted why he had not returned the mail questionnaire. Interviewers were further instructed to limit their tracing activities to information provided by the two alternate contacts designated by the respondent, and the telephone directory and "Directory Assistance" operator for the locality of the respondent's last known address. Long distance calls were authorized if necessary to contact a respondent.

May 18 was designated as the completion date for this follow-up.

C. Results

Response rates for the telephone follow-up are shown in Table 3 by the group and subgroup from which the cases were selected. Fifty-three percent of the 102 cases were interviewed. Response to the follow-up was independent of the length of the questionnaire which was originally mailed, but it must be remembered that the short form was used for all telephone interviews.

If all 336 mail survey nonrespondents as of April 27 had been included in the follow-up, this 53 percent response rate would have yielded 178 completed follow-up interviews, or a total of 711 interviews (81.8 percent) in the combined mail and telephone phases of the pretest. However, it must be taken into consideration that the nature of a telephone follow-up places severe limitations on the capabilities of interviewers to locate respondents. "Unable to locate" or "Unable to contact" was the reason given for 22 (79 percent) of the 28 follow-up noninterviews for which a reason was reported, and half of these occurred among the 14 follow-up sample cases for whom the mail questionnaires had been returned as "Not Forwardable." Personal follow-up procedures would undoubtedly have lowered these figures considerably.

Table 4 shows the reasons given by persons who were contacted during the follow-up for not returning the mail questionnaires. Generally, these reasons indicate that the respondents were just not interested enough in the survey to continue their participation. Unfortunately, a distribution of these reasons by length of questionnaire is not now available. Questionnaires had been mailed to all persons, so the only explanation for the reason "Did not receive form" would be a breakdown in the postal service, the failure of persons at the mail address to forward the form, or more probably, the reluctance of the respondents to admit that they had received the questionnaires but had not completed them.

VI. Personal Interviews

A. The sample

The 44 pretest cases in the personal interview group were selected from those sample persons with last known addresses in Birmingham, Alabama (18) or San Jose, California (26). These areas were chosen because they were the only ones containing a relatively large number of cases in which Census interviewers were available to work on the pretest.

B. Interviewing procedures

The names, addresses, and telephone numbers of these sample persons were sent to the appropriate Census DCC's on April 10, along with the names and addresses of up to two persons whom each respondent had indicated would know his address if he moved.

Two fully trained, current survey interviewers were assigned to the pretest in each city and were given approximately one hour of training, via written instructions, in the procedures and concepts involved in conducting this phase of the pretest using the LHS-1X (24 page) questionnaire. They were instructed to obtain personal interviews from all sample persons who still lived within 25 miles of the designated cities and to mail the questionnaire to persons who had moved out of these areas.

C. Results

Table 5 summarizes the outcome of these personal interview attempts. The interviewers were able to personally complete a questionnaire for all 29 (66 percent) of the 44 sample cases who still resided in the designated cities. Questionnaires were mailed to 12 persons who were then living or attending school outside of these areas. (Ten of these persons completed the questionnaires and returned them to the Bureau.) Of the remaining three cases, two had moved out of the United States and one had died since the base-year study.

Although the period from April 30 to May 18 was allotted for this phase of the pretest, virtually all personal interviews were completed by the end of the first week in May.

The interviewers reported that they met no particular resistance on the part of the respondents whom they contacted in person and in general had no criticism of the LHS-1X questionnaire itself other than to suggest some minor changes in question wording.

VII. Recommendations for Full-Scale Survey

The response to the mail phase of this pretest was somewhat better than expected, particularly in light of the mobility of the subject population and the two-year gap between the base-year survey and this first follow-up.

The lack of extreme disparity in the response rates for the long and short questionnaires (even after removing the effects of the summer 1972 contact), indicates that the use of the longer form in the full-scale survey is not impractical considering the increased wealth of information which can be obtained. This is not to say that respondents should be pushed to the brink of refusal by an unwieldy questionnaire asking for information which could just as well be obtained at another point in time. A burdensome questionnaire at this early stage could have extremely negative effects on future response rates and hence the ability of the survey to fulfill its long-term objectives.

Since the inability of the telephone follow-up to locate nonrespondents virtually eliminates this procedure as a means of achieving the sponsor's response goals, the success of the interviewers in personally administering the long questionnaire lends additional support to the continued use of this form. Further, it would appear that a third mail out to nonrespondents, possibly accompanied by a separate letter stressing the importance of the data, might serve to break some of the apathy which was revealed during the telephone phase of this pretest, and hence reduce the size and cost of a full-scale personal follow-up.

Finally, while the ability of cash incentives to elicit increased response rates cannot be substantiated with any degree of confidence by this pretest, there does appear to be value in maintaining contact with the respondents between major surveys. However, if such contact is to serve the purpose of obtaining an expected address for the time of the forthcoming survey, the two must be more closely related in time than the seven-month separation in this pretest. To this end, a factsheet containing summary information from the previous survey and a request for address changes would be more appropriate than a brief post-card questionnaire which would be superfluous if a full questionnaire were to follow shortly thereafter.

Attachment

Attachment to memorandum

To: R. Mangold
From: G. Russell
Dated: July 2, 1973

U.S. DEPARTMENT OF COMMERCE
Social and Economic Statistics Administration
BUREAU OF THE CENSUS
Washington, D.C. 20233

Table 1. Spring 1973 LHS Pretest - Cumulative Percent of Completed Forms

MAIL PHASE

		Date and weeks after initial mail out							
		3/30	4/6	4/13	4/20	4/27	5/4	5/11	5/18 Final
	Number forms mailed	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
TOTAL - All forms	869	179 20.6%	352 40.5%	424 48.8%	502 57.8%	533 61.3%	541 62.3%	549 63.2%	555 63.9%
Group A - Total (LHS-1X, long forms)	504	109 21.6%	188 37.3%	233 46.2%	282 56.0%	298 59.1%	304 60.3%	310 61.5%	311 61.7%
$5.00 incentive	68	20 29.4%	29 42.6%	37 54.4%	44 64.7%	48 70.6%	48 70.6%	49 72.1%	49 72.1%
$2.00 incentive	68	18 26.5%	26 38.2%	36 52.9%	44 64.7%	45 66.2%	47 69.1%	47 69.1%	47 69.1%
Precontacted but no incentive	68	19 27.9%	34 50.0%	38 55.9%	41 60.3%	42 61.8%	43 63.2%	44 64.7%	44 64.7%
Not precontacted	300	52 17.3%	99 33.0%	122 40.7%	153 51.0%	163 54.3%	166 55.3%	170 56.7%	171 57.0%
Group B - Total (LHS-2X, short forms)	365	70 19.2%	164 44.9%	191 52.3%	220 60.3%	235 64.4%	237 64.9%	239 65.5%	244 66.8%

Table 2. Mail Questionnaires Returned for Readdressing or as Not Forwardable

	Total mailed		Readdressed		Not forwardable	
	Number	Percent	Number	Percent	Number	Percent
Total - All forms	869	100.0	73	8.4	54	6.2
Group A - long forms	504	100.0	42	8.3	27	5.4
$5.00 incentive	68	100.0	5	7.4	4	5.9
$2.00 incentive	68	100.0	9	13.2	1	1.5
Precontacted but no incentive	68	100.0	3	4.4	6	8.8
Not precontacted	300	100.0	25	8.3	16	5.3
Group B - short forms	365	100.0	31	8.5	17	4.7

Table 3. Telephone Follow-Up of Nonresponse Cases

	Total cases		Interview		Noninterview	
	Number	Percent	Number	Percent	Number	Percent
Total - All forms	102	100.0	54	52.9	48	47.1
Group A - long forms	65	100.0	36	55.4	29	44.6
$5.00 incentive	6	100.0	4	66.7	2	33.3
$2.00 incentive	8	100.0	3	37.5	5	62.5
Precontacted but no incentive	8	100.0	5	62.5	3	37.5
Not precontacted	43	100.0	24	55.8	19	44.2
Group B - short forms	37	100.0	18	48.6	19	51.4

Table 4. Reasons for not Returning Mailed Forms

Too busy - didn't get around to it	11
Forgot to mail it - or fill it out	5
Did not receive form	11
Filled it out and mailed it in	4
Form too lengthy	2
By the time I got to fill it out I thought it was too late	2
Didn't think it was important	1
Not too eager to take part in the survey	1
Didn't feel I could answer the questions fairly	1
No reason given	16
	54

Table 5. Personal Interview

	Number	Percent
Group C - Total sample	44	100.0
Personal interviews	29	65.9
Mail interviews[1]	10	22.7
Total interviews	39	88.6
Nonresponses[2]	5	11.4

[1] Questionnaire mailed if the sample person had moved out of the area.

[2] Includes: 2 moved out of the U.S., 1 deceased, 2 no response to questionnaire mailed to new address.

O.M.B. No. 41-S73004; Approval Expires June 30, 1973

FORM LHS-1X
(3-15-73)

U.S. DEPARTMENT OF COMMERCE
SOCIAL AND ECONOMIC STATISTICS ADMINISTRATION
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

SURVEY OF HIGH SCHOOL CLASS OF 1971

Dear Friend:

Last year, you participated in the Survey of the High School Class of 1971 conducted by the Office of Education, U.S. Department of Health, Education, and Welfare. This year, the Census Bureau has been asked to conduct a followup survey to obtain additional information on the educational goals and activities of people who were contacted last year. The results of this study will contribute to planning for the Nation's future educational needs and to help develop programs to meet changing needs.

The information you provide in this voluntary survey will be treated as confidential by the Bureau of the Census and the Office of Education. It will be used for statistical purposes only. Since each person in the sample for this survey represents thousands of others, the cooperation of each is very important.

Please complete the questionnaire and return it to us within 3 days in the enclosed preaddressed envelope.

We are grateful for your past help and look forward to your continued cooperation.

Sincerely,

Joseph R. Wright Jr.

JOSEPH R. WRIGHT, JR.
Acting Director
Bureau of the Census

Enclosure

NOTICE – All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

GENERAL INSTRUCTIONS

1. Please read each question completely before answering.
2. Answer all questions except when instructed to SKIP. Although the questionnaire may appear to be long, only portions of it will be applicable to you.
3. Please be sure to complete the last page of the questionnaire before returning it.

RETURN TO: Bureau of the Census
Washington, D.C. 20233

(Please correct any error in name and address including ZIP code)

Section A – GENERAL INFORMATION

1. When did you leave or graduate from high school?

Graduated in _____ (Month) _____ (Year)

Left high school without graduating but have since passed a high school equivalency test, for example, the GED . . . . . 1 ☐

Left high school without graduating . . . . . 2 ☐ } Left in _____ (Month) _____ (Year)

Still in high school . . . . . 3 ☐ – Skip to section E, page 24

2. Did you have a job lined up when you left high school?

1 ☐ Yes

2 ☐ No

3. At the present time, are you – *(Mark all categories which apply to you)*

1 ☐ **Working at a civilian job, working on a farm, or working in your own business or profession?**

2 ☐ **Temporarily absent from a job or business for reasons other than layoff?**

3 ☐ **Looking for work or on layoff from a job?**

4 ☐ **In the Armed Forces?**

5 ☐ **Going to school?**

6 ☐ **Keeping house?**

7 ☐ **Permanently unable to work?**

8 ☐ Other *(Please describe)* _____

4. What is your current marital status?

1 ☐ Single

2 ☐ Married

3 ☐ Separated, divorced, or widowed

5. Looking back, how helpful to you were your high school's formal counseling or guidance services in each of the following? *(Mark one box on each line)*

	Very helpful	Helpful	Not helpful	Do not know or counseling service not available
Helping adjust to the school	1 ☐	2 ☐	3 ☐	4 ☐
Helping in reading and study skills	1 ☐	2 ☐	3 ☐	4 ☐
Helping with trouble in classwork	1 ☐	2 ☐	3 ☐	4 ☐
Helping solve personal problems	1 ☐	2 ☐	3 ☐	4 ☐
Helping solve financial problems	1 ☐	2 ☐	3 ☐	4 ☐
Interpreting test results	1 ☐	2 ☐	3 ☐	4 ☐
Helping select school courses	1 ☐	2 ☐	3 ☐	4 ☐
Helping choose appropriate occupations and careers	1 ☐	2 ☐	3 ☐	4 ☐
Helping find jobs or apprenticeships	1 ☐	2 ☐	3 ☐	4 ☐
Advising about further education	1 ☐	2 ☐	3 ☐	4 ☐

Section A – GENERAL INFORMATION – Continued

6. **How helpful to you were the following persons or sources of information in making your educational and vocational plans since graduation from high school?** *(Mark one box on each line)*

	Very helpful	Helpful	Not helpful	Does not apply
PERSONS OR ORGANIZATIONS				
The colleges or schools I have applied to	1 ☐	2 ☐	3 ☐	4 ☐
A military recruiter	1 ☐	2 ☐	3 ☐	4 ☐
Friends or relatives	1 ☐	2 ☐	3 ☐	4 ☐
Parents	1 ☐	2 ☐	3 ☐	4 ☐
The college or school I enrolled in	1 ☐	2 ☐	3 ☐	4 ☐
Friends your own age	1 ☐	2 ☐	3 ☐	4 ☐
Professionals in the field I want to go into	1 ☐	2 ☐	3 ☐	4 ☐
State employment service	1 ☐	2 ☐	3 ☐	4 ☐
Visit from someone recruiting for a school	1 ☐	2 ☐	3 ☐	4 ☐
Student financial aid officer at a school	1 ☐	2 ☐	3 ☐	4 ☐
Other *(Please describe)* _____	1 ☐	2 ☐	3 ☐	4 ☐
SOURCES OF INFORMATION				
Advertisements	1 ☐	2 ☐	3 ☐	4 ☐
Directories or guides to education beyond high school	1 ☐	2 ☐	3 ☐	4 ☐
Publications of national test programs such as the College Board, American College testing programs	1 ☐	2 ☐	3 ☐	4 ☐
Other *(Please describe)* _____	1 ☐	2 ☐	3 ☐	4 ☐

7. **Have your parents or guardians encouraged you in the following areas after you left high school?** *(Mark one box on each line)*

	Encouraged me	Discouraged me	Neither
Getting a job right after high school	1 ☐	2 ☐	3 ☐
Getting vocational or technical training	1 ☐	2 ☐	3 ☐
Getting a college education	1 ☐	2 ☐	3 ☐
Getting high grades in school	1 ☐	2 ☐	3 ☐
Entering the military	1 ☐	2 ☐	3 ☐
Being prepared for employment	1 ☐	2 ☐	3 ☐

Section A – GENERAL INFORMATION – Continued

8. **Where are you living now?** *(Mark only one)*

1 ☐ At home with my parents
2 ☐ In the home of relatives other than parents
3 ☐ In an apartment or house by myself
4 ☐ In an apartment or house with husband or wife
5 ☐ In an apartment or house with other persons not related to me
6 ☐ In a dormitory operated by the college or school
7 ☐ In a fraternity or sorority house
8 ☐ Other *(Specify)* _____

9a. **How many persons are dependent upon you for support?** *(Mark one box on each line)*

	None	One	Two or more
Husband or wife	0 ☐	1 ☐	2 ☐
Sons or daughters	0 ☐	1 ☐	2 ☐
Brothers or sisters	0 ☐	1 ☐	2 ☐
Parents	0 ☐	1 ☐	2 ☐
Other	0 ☐	1 ☐	2 ☐

b. **About how much per year do you provide to them?**

$ _____

10. **What is your best estimate of your yearly income for 1972 before taxes? If you are married, please estimate your husband's or wife's income in the second space provided. Include wages and salaries, net income from business or farm, and any other money income received.**

$ _____ (Your income) $ _____ (Your husband's or wife's income)

11. **Not counting yourself, how many persons are dependent upon your parent(s) for more than one half of their financial support?** *(Mark one box on each line)*

	None	One	Two	Three	Four or more
Brothers or sisters	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
Other persons	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐

12. **Of these persons, how many are enrolled in a university, college, or post high school vocational, trade, or business school?** *(Mark one box on each line)*

	None	One	Two	Three	Four or more
College or university	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
Vocational, trade, or business school	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐

Section A – GENERAL INFORMATION – Continued

13. **Here are some reasons others have given for NOT continuing their education during the year after leaving high school. Which of these reasons apply to you?** *(Mark all that apply)* If you continued your education after leaving high school, mark here ☐ and continue with question 14.

01 ☐ Wanted to go to work immediately

02 ☐ Needed money to support my family

03 ☐ Needed to earn money before getting further schooling

04 ☐ Did not get the information I needed in time to apply

05 ☐ Low high school grades or low scores on college admission tests

06 ☐ Did not have high school credits required for college entrance

07 ☐ Applied but was not accepted

08 ☐ No school within commuting distance

09 ☐ Discouraged from continuing by a teacher or counselor

10 ☐ Discouraged from continuing by parents

11 ☐ Waiting to enter military service

12 ☐ Future plans do not require further schooling

13 ☐ Wanted to take a break, may attend school later

14 ☐ Planned to be married

15 ☐ School is not for me

16 ☐ Other *(Please describe)* _____

14. **How much education would you like to get?**

Complete high school only . . . 01 ☐

Vocational, trade, or business school . . . . . 02 ☐ 6 months; 03 ☐ 1 year; 04 ☐ 2 years; 05 ☐ More than 2 years

College . . . . . 06 ☐ 2 years (complete junior college); 07 ☐ 4 years (graduate from four-year college); 08 ☐ 6 years (master's degree or equivalent); 09 ☐ 7+ years (Ph.D. or professional degree)

Other level *(Specify)* . . . . . 10 ☐ _____

Undecided . . . . . 11 ☐

Section A – GENERAL INFORMATION – Continued

15. **As things stand now, how much education do you think you will actually get?**

Complete high school only . . . 01 ☐

Vocational, trade, or business school . . . . .
- 02 ☐ 6 months
- 03 ☐ 1 year
- 04 ☐ 2 years
- 05 ☐ More than 2 years

College . . . . .
- 06 ☐ 2 years (complete junior college)
- 07 ☐ 4 years (graduate from four-year college)
- 08 ☐ 6 years (master's degree or equivalent)
- 09 ☐ 7+ years (Ph. D. or professional degree)

Other level *(Specify)* . . . . . 10 ☐ _____

16. **Which of the following activities do you expect to be doing during 1973?** *(Mark all that apply)*

WORK

01 ☐ Working for pay at a permanent full-time job

02 ☐ Working for pay at a temporary full-time job

03 ☐ Working for pay at a part-time job

04 ☐ Working as an apprentice or in an on-the-job training program

STUDY

05 ☐ Taking vocational or technical courses in a specialized school (e.g., trade, business, cosmetology, nursing, correspondence) full time or part time

06 ☐ Taking vocational or technical courses at a junior or community college, full time or part time

07 ☐ Taking academic courses at a junior or community college, full time or part time

08 ☐ Attending a four-year college or university, full time or part time

OTHER

09 ☐ Looking for a job

10 ☐ Serving in the regular military service (or service academy)

11 ☐ Being a full-time homemaker

12 ☐ Traveling, taking a break

13 ☐ Other *(Please describe)* _____

Section A – GENERAL INFORMATION – Continued

17. **What kind of work would you like to be doing when you are 30 years old?**
(Enter type of job or mark appropriate box)

_____

Not working, but –

1 ☐ Married, keeping house, or raising a family

2 ☐ Going to school

18. **How do you feel about each of the following statements?**
(Mark one box on each line)

	Strongly agree	Agree	Disagree	Strongly disagree
I am able to do things as well as most other people	1 ☐	2 ☐	3 ☐	4 ☐
All in all, I am inclined to feel that I am a failure	1 ☐	2 ☐	3 ☐	4 ☐
I feel that I have a number of good qualities	1 ☐	2 ☐	3 ☐	4 ☐
I feel I do not have much to be proud of	1 ☐	2 ☐	3 ☐	4 ☐
I take a positive attitude toward myself	1 ☐	2 ☐	3 ☐	4 ☐
I wish I could have more respect for myself	1 ☐	2 ☐	3 ☐	4 ☐
On the whole, I am satisfied with myself	1 ☐	2 ☐	3 ☐	4 ☐
I certainly feel useless at times	1 ☐	2 ☐	3 ☐	4 ☐
I feel that I am a person of worth, at least on an equal plane with others	1 ☐	2 ☐	3 ☐	4 ☐
At times I think I am no good at all	1 ☐	2 ☐	3 ☐	4 ☐

Section A – GENERAL INFORMATION – Continued

19. Did you apply for admission to any college or other post-secondary school while in high school or since that time?

1 ☐ No – *Skip to section B, page 9*

2 ☐ Yes – *Go to question 20*

20. What are the names and addresses of the schools to which you applied?

FIRST CHOICE	Name	
	Address	
SECOND CHOICE	Name	
	Address	
THIRD CHOICE	Name	
	Address	

21. Did you apply for financial aid at any of these schools?

1 ☐ No – *Skip to section B, page 9*

2 ☐ Yes – *Go to question 22*

22. What were the approximate values of any scholarships, loans, and/or promised jobs you were offered by each institution for the first academic year? *(If none, enter "None")*

	Scholarships	Loans	Promised jobs
FIRST CHOICE	$	$	$
SECOND CHOICE	$	$	$
THIRD CHOICE	$	$	$

Section B – EDUCATION AND TRAINING PROGRAMS

23. **Since leaving high school, have you ever been enrolled in any education or training programs (other than on-the-job training or apprenticeship programs)?**

1 ☐ No – *Skip to section C, page 17*

2 ☐ Yes – *Go to question 24*

24. **The following statements describe some reasons people have for continuing their education. Please indicate how important you think each reason is for yourself.** *(Mark one box on each line)*

	Very important	Important	Not important
To make new friends and have a good time	1 ☐	2 ☐	3 ☐
To improve ability to think and reason	1 ☐	2 ☐	3 ☐
To broaden intellectual interests and understanding of the world	1 ☐	2 ☐	3 ☐
To increase appreciation of art, music, literature and other cultural expressions	1 ☐	2 ☐	3 ☐
To discover job or career interests	1 ☐	2 ☐	3 ☐
To get skills, knowledge, and experience that will be useful on a job	1 ☐	2 ☐	3 ☐
To meet the requirements necessary to enter a job or career	1 ☐	2 ☐	3 ☐
To increase effectiveness in interpersonal relationships	1 ☐	2 ☐	3 ☐
To learn how to be an effective leader	1 ☐	2 ☐	3 ☐
To become more capable and interesting socially	1 ☐	2 ☐	3 ☐
To learn how to deal with political or social injustice	1 ☐	2 ☐	3 ☐
To provide greater job-security	1 ☐	2 ☐	3 ☐
To develop more personal independence and self-reliance	1 ☐	2 ☐	3 ☐
To increase earning capabilities	1 ☐	2 ☐	3 ☐
To find a cause or causes to really believe in	1 ☐	2 ☐	3 ☐
To please parents	1 ☐	2 ☐	3 ☐
To find a husband or wife	1 ☐	2 ☐	3 ☐

25. **When did you first enroll in an education program after leaving high school?**

_____ (Month) _____ (Year)

Section B – EDUCATION AND TRAINING PROGRAMS – Continued

26. **What is your present status as a student?** *(Mark only one)*

1 ☐ Full-time student

2 ☐ Part-time student

3 ☐ Not attending at the present time

27a. **What type of school do you (did you last) attend?** *(Mark only one)*

1 ☐ Vocational, trade, or business school

2 ☐ Junior or community college (two-year)

3 ☐ Four-year college or university

4 ☐ Other *(Please describe)* _____

b. **Did you complete that program?**

1 ☐ No – *Skip to question 27d*

2 ☐ Yes – *Go to question 27c*

c. **How long was the program?**

_____ Months

d. **Is the school you attend (last attended) public or private?**

1 ☐ Public

2 ☐ Private

e. **Please PRINT the exact name and location of the school you are presently attending (or most recently attended).**

School	
City	State

28. **What type of courses have you taken?** *(Mark as many as apply)*

1 ☐ Courses leading to a technical, vocational or business school certificate or diploma

2 ☐ Courses leading to a two-year vocational degree

3 ☐ Courses leading to a two-year academic degree

4 ☐ Courses leading to a four or five-year college degree

5 ☐ Courses to prepare for college degree credit work

6 ☐ Noncredit courses

Section B – EDUCATION AND TRAINING PROGRAMS – Continued

29a. **Since leaving high school, have you withdrawn from a school prior to completing the course of study or program in which you were enrolled?**

1 ☐ No – *Skip to question 30a*
2 ☐ Yes – *Go to question 29b*

b. **What were your reasons for withdrawing?** *(Mark as many as apply)*

01 ☐ Became ill
02 ☐ Had financial difficulty
03 ☐ Family emergency
04 ☐ Was offered a good job
05 ☐ Got married
06 ☐ School work was boring
07 ☐ Had to work too hard
08 ☐ Lacked ability for the courses
09 ☐ Was afraid I was going to fail
10 ☐ Failed
11 ☐ Did not enjoy the social life
12 ☐ Became homesick
13 ☐ Other *(Please describe)* _____

30a. **Have you transferred to a different school from the one you first entered after leaving high school?**

1 ☐ No – *Skip to question 31*
2 ☐ Yes – *Go to question 30b*

b. **What were your reasons for transferring ?** *(Mark as many as apply)*

01 ☐ My interest changed, and my former school did not offer the course of study I wanted
02 ☐ Wished to attend a less expensive school
03 ☐ My grades were too low to continue at the former school
04 ☐ Wanted to be at a smaller school
05 ☐ Wanted to be at a larger, more diverse school
06 ☐ Wanted to attend school closer to home
07 ☐ Wanted to attend a school further away from home
08 ☐ Wanted to attend what I consider a better school
09 ☐ Wanted to attend the same school as my friend(s)
10 ☐ Personal reasons
11 ☐ Other *(Please describe)* _____

c. **Please print the name and location of the school you FIRST attended after leaving high school.**

School	
City	State

d. **Which of the following types describe that school?** *(Mark only one)*

1 ☐ Vocational, trade or business school
2 ☐ Junior or community college (two-year)
3 ☐ Four-year college or university
4 ☐ Other *(Please describe)* _____

e. **Is this school public or private?**

1 ☐ Public
2 ☐ Private

Section B – EDUCATION AND TRAINING PROGRAMS – Continued

31. **How satisfied have you been with each of the following aspects of your present (most recent) educational program?** *(Mark one box on each line)*

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Kinds of courses offered	1 ☐	2 ☐	3 ☐	4 ☐
Quality of teaching	1 ☐	2 ☐	3 ☐	4 ☐
Size of classes	1 ☐	2 ☐	3 ☐	4 ☐
Faculty interest in students	1 ☐	2 ☐	3 ☐	4 ☐
Up-to-date equipment	1 ☐	2 ☐	3 ☐	4 ☐
Library resources	1 ☐	2 ☐	3 ☐	4 ☐
Study facilities	1 ☐	2 ☐	3 ☐	4 ☐
Extra-curricular activities	1 ☐	2 ☐	3 ☐	4 ☐
Recreational facilities	1 ☐	2 ☐	3 ☐	4 ☐
Providing opportunities to make friends	1 ☐	2 ☐	3 ☐	4 ☐
Your performance so far	1 ☐	2 ☐	3 ☐	4 ☐
Discovery of new interest, abilities	1 ☐	2 ☐	3 ☐	4 ☐
Tutoring or other assistance with learning difficulties or missed work	1 ☐	2 ☐	3 ☐	4 ☐
Counselor help with personal problems	1 ☐	2 ☐	3 ☐	4 ☐
Assistance from teachers and counselors in making educational and vocational plans	1 ☐	2 ☐	3 ☐	4 ☐
Handling of student problems by various administrative offices	1 ☐	2 ☐	3 ☐	4 ☐
Part-time work opportunities	1 ☐	2 ☐	3 ☐	4 ☐
Job placement of graduates	1 ☐	2 ☐	3 ☐	4 ☐
School reputation in community	1 ☐	2 ☐	3 ☐	4 ☐
Taking all things together, how satified are you with your educational program?	1 ☐	2 ☐	3 ☐	4 ☐

Section B – EDUCATION AND TRAINING PROGRAMS – Continued

32. **How much, if any, has each of the following been a problem with your education while attending your present (most recent) school?**
(Mark one box on each line)

	No problem at all	Somewhat of a problem	Very much a problem
Courses are too hard	1 ☐	2 ☐	3 ☐
Instructors do not help me enough	1 ☐	2 ☐	3 ☐
School does not offer the courses I want	1 ☐	2 ☐	3 ☐
My job takes too much time	1 ☐	2 ☐	3 ☐
Transportation to school is difficult	1 ☐	2 ☐	3 ☐
Parents are not interested in my education	1 ☐	2 ☐	3 ☐
Do not feel part of the school	1 ☐	2 ☐	3 ☐
Find it hard to adjust to school routine	1 ☐	2 ☐	3 ☐
Poor teaching	1 ☐	2 ☐	3 ☐
Worry over money problems (repayment of loan, support of dependents, family income, etc.)	1 ☐	2 ☐	3 ☐
My own ill health	1 ☐	2 ☐	3 ☐
Poor study habits	1 ☐	2 ☐	3 ☐
Family obligations (other than money problems)	1 ☐	2 ☐	3 ☐
Lack of good place to study at home	1 ☐	2 ☐	3 ☐
Personal problems	1 ☐	2 ☐	3 ☐
Do not see the need or worth of further education	1 ☐	2 ☐	3 ☐
My extra curricular activities interfere with my studies	1 ☐	2 ☐	3 ☐

33. **What is your present (most recent) choice of major or primary area of study?**

_____

_____

Section B – EDUCATION AND TRAINING PROGRAMS – Continued

34. **From where you live, how much time does (did) it take to travel to the school you currently attend (most recently attended)?** *(Mark only one)*

1 ☐ Live on campus

2 ☐ Ten minutes or less

3 ☐ 11 to 30 minutes

4 ☐ 31 to 60 minutes

5 ☐ 1 to 2 hours

6 ☐ 2 to 3 hours

7 ☐ More than 3 hours

35. **Which of the following best describes the grade average you have received in all of your course-work and in your primary area of study? If your school does not use letter grades, please choose the one that comes closest to how you have been graded.** *(Mark one in each column)*

	All courses	Primary area
A	1 ☐	2 ☐
B	1 ☐	2 ☐
C	1 ☐	2 ☐
D	1 ☐	2 ☐
F, "fail" or "unsatisfactory"	1 ☐	2 ☐
Grades of "pass" or "satisfactory" only	1 ☐	2 ☐

36a. **Since you left high school, have you ever participated in a special services educational program which provides such services to students as counseling, tutoring, career guidance or placement, or help in getting admitted or readmitted to a school?**

1 ☐ Never heard of such a program
2 ☐ Have heard of such a program but have not participated
} *Skip to question 37*

3 ☐ Have participated in such a program – *Go to question 36b*

b. **What was the name and location of the program in which you participated?**

Name	
City	State

Section B – EDUCATION AND TRAINING PROGRAMS – Continued

37. **In paying for the education you received during your first year beyond high school, approximately how much of your expenses came from each of the following sources?** *(Mark all that apply)*

	None at all	Amount
Personal savings or summer earnings	01 ☐	$
Earnings while taking courses	02 ☐	
Parents	03 ☐	
Husband or wife	04 ☐	
Other relatives	05 ☐	
College Work-Study program	06 ☐	
National Defense Student Loan Program	07 ☐	
Educational Opportunity Grant Program	08 ☐	
Federal Guaranteed Student Loan Program	09 ☐	
State loan program	10 ☐	
Personal bank loan	11 ☐	
Other loans	12 ☐	
State scholarship or grant	13 ☐	
Local scholarship or grant	14 ☐	
College scholarship or grant	15 ☐	
Private scholarship or grant	16 ☐	
ROTC scholarship programs	17 ☐	
Veterans Administration survivor's benefits or direct benefits (GI Bill compensation or pension)	18 ☐	
Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents)	19 ☐	
Vocational Rehabilitation Program Benefits	20 ☐	
Other sources *(Please describe)* _____	21 ☐	

38. **About how much will (did) your FIRST YEAR of schooling cost regardless of who pays?**

Tuition and fees	$
Room and board	
Books	
Transportation	
Other school related expenses *(Specify)* _____	

Section B – EDUCATION AND TRAINING PROGRAMS – Continued

39. What is the maximum amount of money you would be willing to borrow to complete your education?

$_____ ☐ None

40. Not including vacations, approximately how many hours per week do you (did you) work for pay while attending school or college? *(Mark only one)*

1 ☐ None
2 ☐ 1 to 5 hours
3 ☐ 6 to 10 hours
4 ☐ 11 to 15 hours
5 ☐ 16 to 20 hours
6 ☐ 21 to 25 hours
7 ☐ 26 to 30 hours
8 ☐ 31 to 40 hours
9 ☐ More than 40 hours

41. Which of the following statements best describe your employment while attending school? *(Mark all that apply)*

01 ☐ Not employed, by choice
02 ☐ Not employed, but looking for work
03 ☐ Work during vacation
04 ☐ Work as part of a financial aid package from the school
05 ☐ Work as part of a Work-Study program or other type of government assistance
06 ☐ Internship or Work-Study assignment, directly related to my school work
07 ☐ A temporary or short-term job not related to my school work
08 ☐ A permanent job without academic or career relevance
09 ☐ An entry level job in my chosen career field
10 ☐ Work for which I have experience and/or special skills
11 ☐ Other *(Please describe)*

_____

Section C – CIVILIAN WORK EXPERIENCE

42. **Please mark the one category which describes your civilian work experience since leaving high school.**

1 ☐ I have worked for pay at a full-time or part-time civilian job, have worked as an apprentice, or have taken part in an on-the-job-training program . . . . . *Go to question 43*

2 ☐ I have looked for work, but have not worked at a civilian job . . . . . *Skip to question 52, page 20*

3 ☐ I have not worked at a civilian job nor looked for one . . . . . *Skip to section D, page 23*

43. **Please describe your current civilian job. (If you have more than one, describe the one at which you worked the most hours.) If you do not have a job now, or are in the Armed Forces, please describe your most recent civilian job.**

a. **For whom do (did) you work?** *(Name of company, business organization, or other employer)*

b. **What kind of business or industry is this?** *(For example: radio and TV manufacturer, retail shoe store, restaurant, State Labor Department)*

c. **What kind of work are (were) you doing on this job?** *(For example: farming, typist, auto mechanic, waitress)*

d. **What are (were) your most important activities or duties on this job?** *(For example: keeping account books, selling suits, operating business machines)*

e. **Are (were) you –**

10 ☐ **An employee of a PRIVATE company, business, or individual for wages, salary, or commissions?**

20 ☐ **A GOVERNMENT employee (Federal, State, county, or local)?**

30 ☐ **Self-employed in your OWN business, professional practice, or farm?**

(If not a farm)
Is this business incorporated?

31 ☐ Yes 32 ☐ No

40 ☐ **Working WITHOUT PAY in family business or farm?**

f. **When did you start working at this job?**

_____ (Month) _____ (Year)

g. **When did you stop working at this job?**

_____ (Month) _____ (Year)

0 ☐ Still working at this job

Section C – CIVILIAN WORK EXPERIENCE – Continued

44. **What are ALL the methods you used to look for work since leaving high school?** *(Mark all that apply)*

- 01 ☐ Post secondary school employment service
- 02 ☐ High school employment service
- 03 ☐ Professional periodicals or organizations
- 04 ☐ Civil Service application
- 05 ☐ Public employment service
- 06 ☐ Private employment agency
- 07 ☐ Newspaper advertisement
- 08 ☐ Direct application to employers
- 09 ☐ Friends or relatives
- 10 ☐ Other *(Specify)* _____

45. **How important to you was each of the following in deciding to take your present (most recent) job?** *(Mark one box on each line)*

	Very important	Somewhat important	Not important
I did the same work during high school	1 ☐	2 ☐	3 ☐
Relative or friend in the same line of work	1 ☐	2 ☐	3 ☐
There was a job open	1 ☐	2 ☐	3 ☐
Work matches a hobby of mine	1 ☐	2 ☐	3 ☐
Good pay to start or within a few years	1 ☐	2 ☐	3 ☐
Job is secure and permanent	1 ☐	2 ☐	3 ☐
I like this kind of work	1 ☐	2 ☐	3 ☐
I can make my own decisions on the job	1 ☐	2 ☐	3 ☐
Good chances for promotion and advancement	1 ☐	2 ☐	3 ☐
Meeting and working with friendly people	1 ☐	2 ☐	3 ☐
Prepared for this kind of work in school	1 ☐	2 ☐	3 ☐
Can do this kind of work well	1 ☐	2 ☐	3 ☐
Could not get the work I wanted so I took this job	1 ☐	2 ☐	3 ☐
Job offers opportunities for career satisfaction	1 ☐	2 ☐	3 ☐

46. **How many hours a week do you (did you) usually work at this job?**

_____ Hours per week

47. **Approximately how much do (did) you earn PER WEEK at this job before deductions?**

$_____ Per week

Section C – CIVILIAN WORK EXPERIENCE – Continued

48. **Which of the following best describes how you feel about your present (most recent) job?** *(Mark one box on each line)*

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Pay	1 ☐	2 ☐	3 ☐	4 ☐
Other working conditions	1 ☐	2 ☐	3 ☐	4 ☐

49. **Since leaving high school, have you worked for any civilian employer other than the one you described in question 43?**

1 ☐ No – *Skip to question 51*

2 ☐ Yes – **How many?**_____ *Go to question 50*

50. **Please describe your other job.** *(If you worked for more than one other employer, describe the job you held the longest.)*

a. **For whom did you work?** *(Name of company, business organization, or other employer)*

b. **What kind of business or industry was this?** *(For example: radio and TV manufacturer, retail shoe store, restaurant, State Labor Department)*

c. **What kind of work were you doing on this job?** *(For example: farming, typist, auto mechanic, waitress)*

d. **What were your most important activities or duties on this job?** *(For example: keeping account books, selling suits, operating business machines)*

e. **Were you –**

10 ☐ **An employee of a PRIVATE company, business or individual for wages, salary, or commission?**

20 ☐ **A GOVERNMENT employee (Federal, State, county or local)?**

30 ☐ **Self-employed in your OWN business, professional practice or farm?**

(If not a farm)
Is this business incorporated?

31 ☐ Yes 32 ☐ No

40 ☐ **Working WITHOUT PAY in family business or farm?**

f. **When did you start working at this job?**

_____ (Month) _____ (Year)

g. **When did you stop working at this job?**

_____ (Month) _____ (Year)

Section C – CIVILIAN WORK EXPERIENCE – Continued

51. Since leaving high school –

a. In how many different weeks did you work altogether? (Count all weeks in which you did any work at all)

_____ Weeks

b. During the weeks you worked, how many hours per week did you usually work?

_____ Hours per week

52. Since leaving high school, how many weeks have you spent looking for work or on layoff from a job?

_____ Weeks

53. When looking for a job, which of the following, if any, prevented you from getting the kind of work you were looking for? *(Mark all that apply)*

01 ☐ Few jobs available
02 ☐ Not educationally qualified for types of work available
03 ☐ Required to join a union
04 ☐ Required to relocate
05 ☐ Expected to pay employment agency fee
06 ☐ Expected work experience I did not have
07 ☐ Too many people applied for the jobs that were available
08 ☐ Jobs available offered little or no opportunity for career development
09 ☐ Health problems or physical handicap
10 ☐ Other problems *(Please describe)* _____
11 ☐ Had no difficulty finding work

54a. Are you an apprentice?

1 ☐ Yes
2 ☐ No

b. Have you ever taken a registered apprenticeship program?

1 ☐ No – *Skip to question 55a*
2 ☐ Yes – *Go to question 54c*

c. In what field is (was) your apprenticeship training?

d. Approximately how many hours per week do (did) you take part in this program?

_____ Hours per week

e. How long does (did) this program last?

1 ☐ Less than 6 months
2 ☐ 6–11 months
3 ☐ 1 year
4 ☐ 2 years
5 ☐ 3 years
6 ☐ 4 years
7 ☐ 5 years or more

Section C – CIVILIAN WORK EXPERIENCE – Continued

55a. Did you receive any vocational training while you were in high school?

1 ☐ No – *Skip to question 58a, page 22*

2 ☐ Yes – *Go to question 55b*

b. In what field did you receive this training?

_____

56a. Have you tried to find work in this field of training since leaving high school?

1 ☐ No – *Skip to question 58a, page 22*

2 ☐ Yes – *Go to question 56b*

b. Which of the following, if any, apply to your experiences when trying to find work in your field of training?
(Mark all that apply)

1 ☐ I was offered a job related to my training

2 ☐ There were not many job openings in that type of work

3 ☐ I was told I was not qualified

4 ☐ They used equipment or tools I did not know how to use

5 ☐ Too many people applied for the jobs that were available

6 ☐ I did not have enough experience

7 ☐ I decided to enter a different line of work

8 ☐ The job required coursework or knowledge I did not have

9 ☐ Other *(Please describe)*

_____

Section C – CIVILIAN WORK EXPERIENCE – Continued

57a. Have you worked in the field of your high school vocational training since leaving high school?

1 ☐ No – *Skip to question 58a*

2 ☐ Yes – *Go to question 57b*

b. Which of the following, if any, apply to your experiences while working in this field? *(Mark all that apply)*

01 ☐ I have been able to apply almost everything I learned in my training

02 ☐ I have been able to apply the basic principles of my training, although some things are different

03 ☐ I would have liked more experience in my training before I started working

04 ☐ The training I received is not the way it is done on the job

05 ☐ I was trained with tools or equipment that are no longer used

06 ☐ I could have gotten my job without the training

07 ☐ The coursework associated with my vocational training was not helpful in my job performance

08 ☐ I would have liked more information about what was expected of me beyond skills training

09 ☐ I would have liked other types of experience or information to be included in the training *(Please describe)* 7

_____

10 ☐ Other *(Please describe)* _____

58a. While in high school, did you participate in any special program (example, Upward Bound, Project Opportunity, Talent Search, etc.) intended to help prepare you for further education?

1 ☐ No – *Skip to question 59*

2 ☐ Yes – *Go to question 58b*

b. Please print the exact name and location of the program in which you participated.

Name	
City	State

Section D – MILITARY SERVICE

59. Since leaving high school, have you served in the active Armed Forces, in a Reserve or National Guard unit, or have you been enrolled in one of the service academies (e.g. West Point)?

1 ☐ No – *Skip to section E, page 24*

2 ☐ Yes – *Go to question 60*

60. Which military service did you enter? (Also indicate whether this was active duty or a Reserve or National Guard unit)

_____

61. When did you enter the Armed Forces?

_____(Month)_____(Year)

62. Are you presently serving on active duty in the Armed Forces?

1 ☐ Yes

2 ☐ No

Please continue with section E

SECTION E

63. **Please PRINT the address and telephone number where you can most usually be reached during the coming year.**

Address (Number, street, city, State and ZIP code)	Telephone	
	Area code	Number

Please PRINT the names and addresses of two people who will always know where to get in touch with you. *(List no more than 1 person who now lives with you.)*

(1)

Name	Telephone	
	Area code	Number
Address (Number, street, city, State and ZIP code)		

(2)

Name	Telephone	
	Area code	Number
Address (Number, street, city, State and ZIP code)		

THANK YOU FOR YOUR COOPERATION